

*Turning the Curve on Connecticut's
Achievement Gap:
K-3 Reading Assessment Pilot Study*

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Reading Forum

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PA 11-85: The 2011 Achievement Gap Bill

“The Commissioner of Education may identify schools to participate in a pilot study for the purposes of promoting best practices in early literacy and closing the academic achievement gaps...The Department of Education may research and evaluate participating schools and such research and evaluation may be conducted in conjunction with external groups or organizations. The commissioner may accept funds from private sources and from any state or federal grants.”

Partnering to Close the Achievement Gap

Black and Puerto Rican Caucus

CT Association for Human Services (CAHS)

CT Commission on Children

Grossman Family Foundation

Literacy How

CBER at Neag School of Education

State Department of Education

Data: What's the Big Deal??

“The school districts in the nation that do best in the face of the challenge of educating disadvantaged students have become obsessive about using data to drive instruction. Two of the last three winners of the highly coveted Broad Prize for Urban Education, an award to honor ‘urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among low-income and minority students,’ each demonstrated a relentless focus on data.”

<http://www.nctq.org/edschoolreports/assessment/>

NCTQ 2012 Study: What Teacher Prep Programs Teach About K-12 Assessment

A sample of 180 undergraduate and graduate programs in 98 institutions in 30 states

Only 3 percent of programs in the sample cover assessment adequately, with 13 percent doing so with partial adequacy. Over three-quarters of programs (83 percent) have inadequate coverage.

Data-driven Decision Making:

An understanding of how to derive instructional guidance from assessment data

Fewer than 2 percent of programs in the sample cover Instructional Decision Making adequately, with 7 percent doing so with partial adequacy.

The vast majority of programs (91 percent) have no, very limited or limited coverage.

**Improve Teacher's Ability In
Identifying each Student's Reading
Level & Skill Set So they can Intervene
Promptly and Properly!**

Reid Lyon, CT Reading Forum, 2012

The implementation of effective prevention and early intervention reading strategies is difficult if you cannot determine through assessment which youngsters are at risk for reading failure.

Without continuous assessment it is difficult to adjust instruction as needed.

Reid Lyon, CT Reading Forum, 2012

It is next to impossible to improve state reading proficiency unless leaders and teachers know what must be taught, how it must be taught, **AND how to Measure Progress.**

Reid Lyon, CT Reading Forum, 2012

Purpose of Pilot Study

- Compare mCLASS: Reading3D with DRA2 over two years.
- Look at different effects between
 - (1) business as usual (Control Condition),
 - (2) alternative reading assessment (Treatment Condition)
 - (3) alternative reading assessment with job-embedded professional development (Treatment +Mentor Condition).

Schools – Year 1

School District	Control (Business as Usual)	Alternative Assessment System	Alternative Assessment System + Mentoring Support
Norwalk	Jefferson Magnet	Fox Run	Marvin
West Haven	Savin Rock	Washington	Seth Haley
Bristol	Mt. View	Stafford	Hubbell
Waterbury	Carrington	Bunker Hill	Chase
Naugatuck	Salem	Andrew Ave	Western

Examining Student Achievement Gaps

MATCHED COHORT ANALYSIS ONLY (1/6 of POPULATION)

Student Subgroup	DIBELS Next			TRC		
	11-12 MOY	12-13 MOY	Change, 11-12 to 12-13	11-12 MOY	12-13 MOY	Change, 11-12 to 12-13
Black (10% of students)	43%	55%	12 pts	24%	40%	16 pts
Hispanic (25% of students)	59%	60%	1 pt	28%	38%	9 pts
White (50% of students)	67%	71%	5 pts	39%	56%	16 pts
All Students	63%	69%	5 pts	36%	49%	13 pts
Free or Reduced-Price Lunch (50% of students)	56%	61%	5 pts	28%	35%	7 pts

* Percentage of students at Benchmark on DIBELS Next, and at Proficient or Above Proficient on TRC. Only students who were assessed in both years are included. ¹²

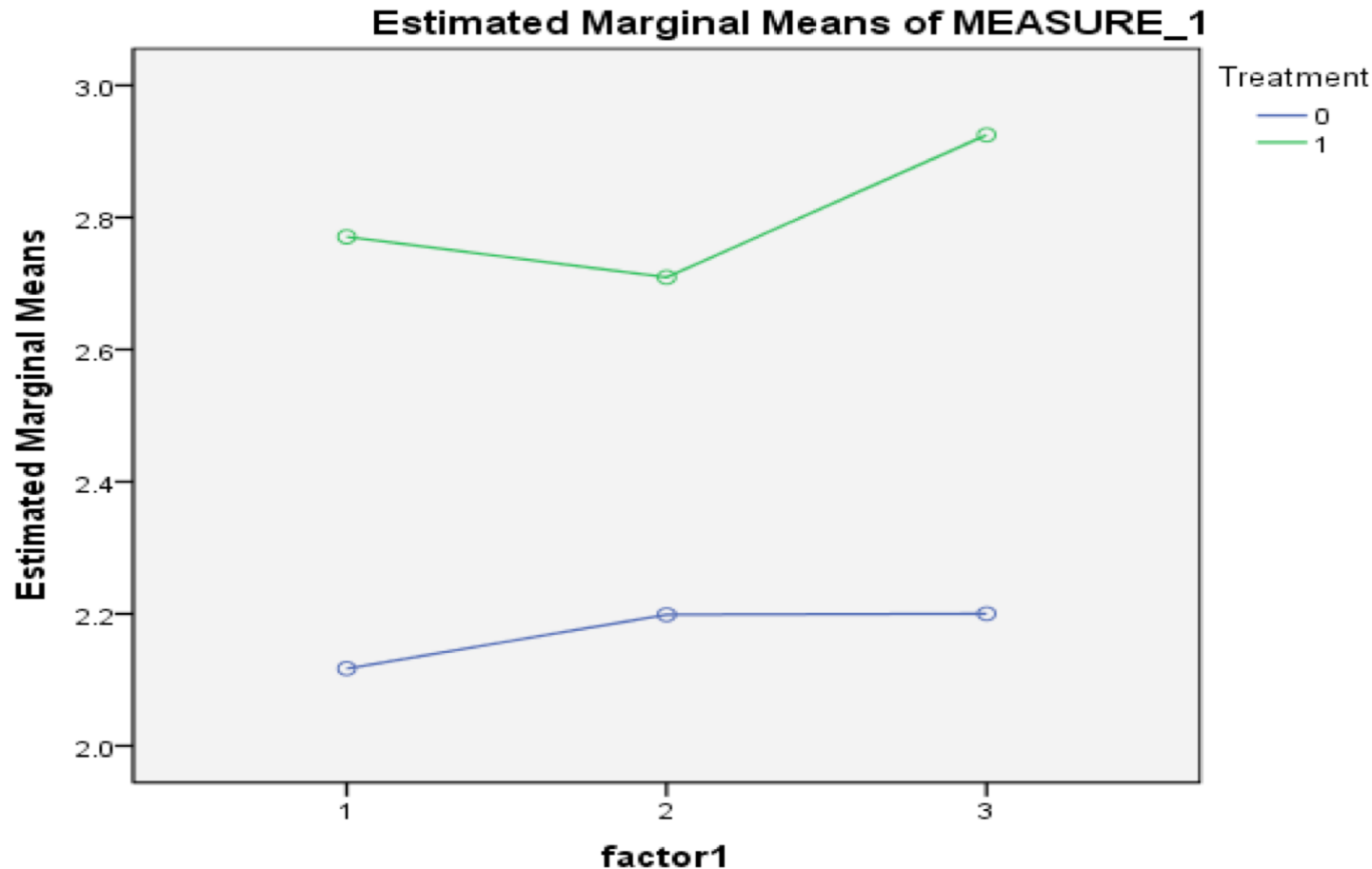
Results

Treatment schools statistically significantly outperformed control schools, but the effect sizes were small.

School-level 3rd Grade CMT Scores

- All treatment schools increased % of students at or above proficient in reading by 2.5%
- Control schools decreased by 1.62%.
- The largest increase found in the treatment + mentor schools: increased by 3.34%.
- The treatment + mentor schools' % of students at or above proficient in writing increased by 5.98%

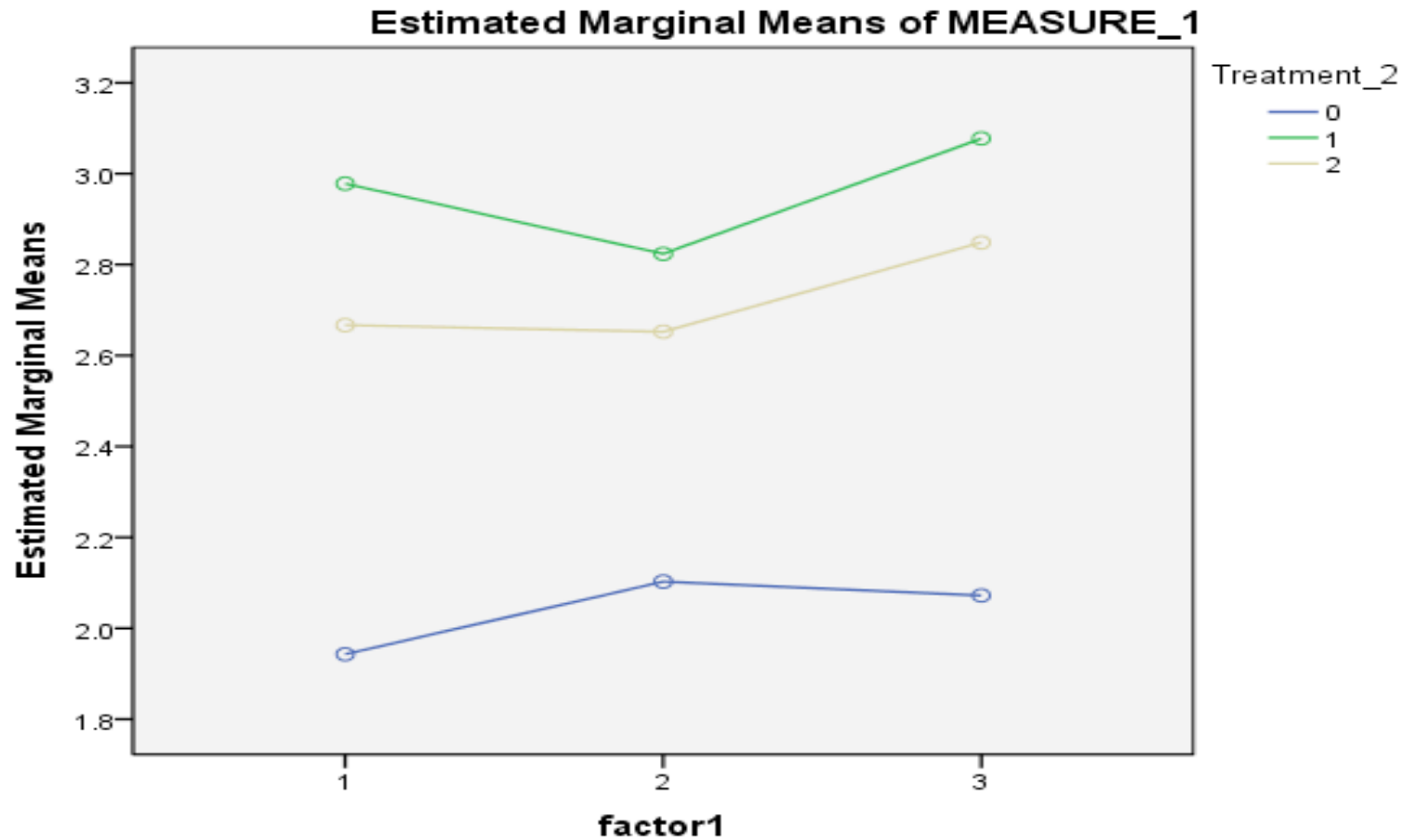
Results



Covariates appearing in the model are evaluated at the following values: Read_scale = 223.455, Black = .14756, Hisp = .32220, White = .44574, Free_lunch = .56564

- ANCOVA: The test of between-subjects effect confirmed that a statistically significant difference was found ($F = 165.85$, $p < .000$) across time between the treatment and control subjects.

Results



Covariates appearing in the model are evaluated at the following values: Read_scale = 223.455, Black = .14756, Hisp = .32220, White = .44574, Free_lunch = .56564

Figure 2. Covariate adjusted marginal means for control (0), treatment (1), and treatment+mentor schools (2).

Schools – Year 2

School District	Reading 3D (SDE)	Reading 3D + Mentor Support (SDE)	Reading 3D (Grossman Grant)
Ansonia	Prendergast		
Bristol		Hubbell	Mt. View
Naugatuck	Andrew Ave.	Western	Salem
Norwalk	Fox Run	Marvin	Jefferson
Waterbury	Bunker Hill	<i>Chase*</i>	Carrington
West Haven	Washington	Seth Haley	Savin Rock

* School has had modified mentor support for 2012-3013

Year 2: A Closer Look at Teacher Attitudes and Progress Monitoring

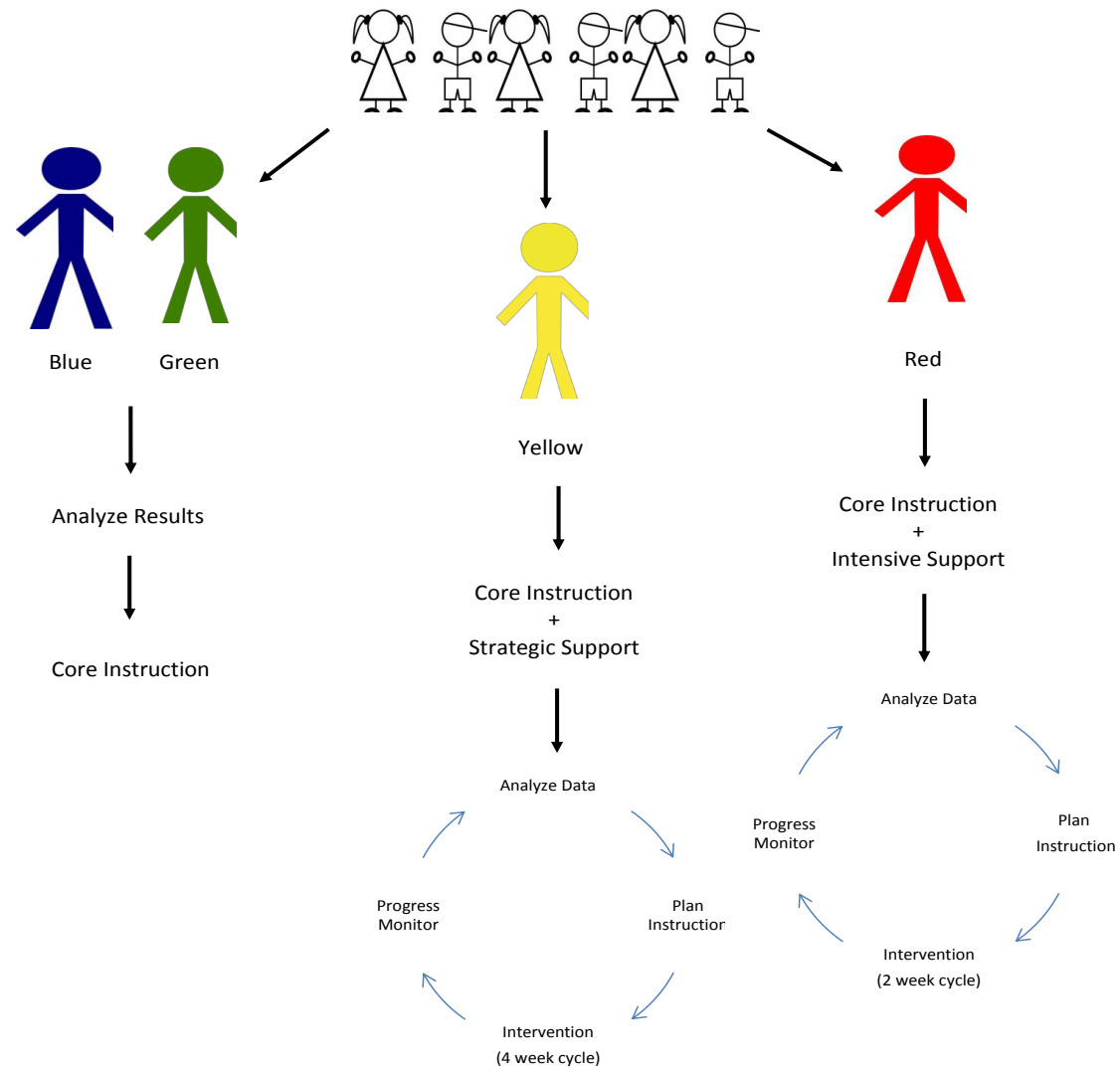
Turning the Curve Pilot Study:

- Teachers attitudes toward the use of technology for collecting, collating and analyzing assessment data
- How has it changed your reading instruction?
- How has it changed your feelings about assessment?
- How has it changed your ability to monitor students' progress?

Data Driven Instruction RTI

mCLASS:Reading 3D Standard Recommendations

Screen All Students (Benchmark Assessment)



Connecticut Reach

8 Districts - 8,839 Elementary Students

Ansonia Public Schools

- 1 school
- K-3: 358 student

Bristol Public Schools

- 2 schools
- K-3: 497 students

Naugatuck Public Schools*

- 5 schools
- K-3: 1,680 students

Norwalk School District*

- 7 schools
- K-3: 2,222 students

Waterbury Public Schools

- 3 schools
- K-3: 1,165 students

West Haven Public Schools

- 3 schools
- K-3: 1,115 students

Other Districts:

East Haven Public Schools

- 7 schools
- K-5: 1,394 students

Redding School District

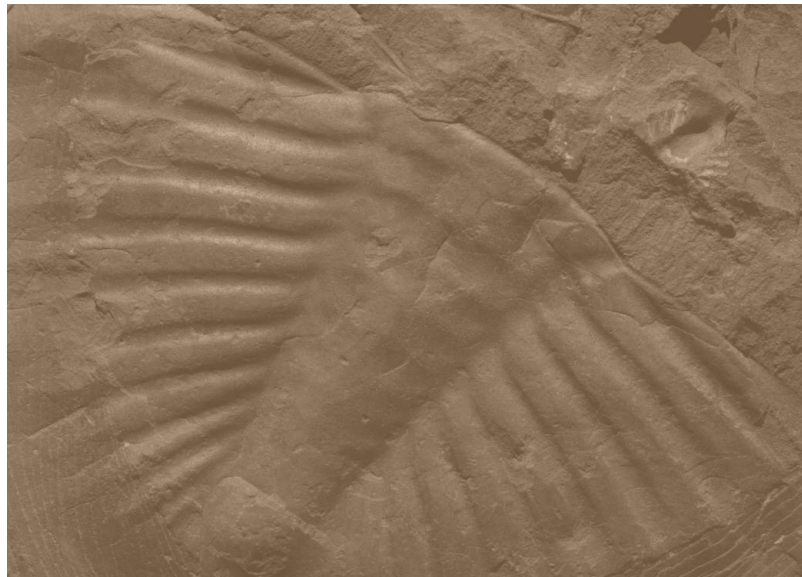
1 School

K-3: 408 students

PA 12-116: The 2012 Reading Bill

‘The Department of Education shall develop or approve reading assessments ...to identify students in kindergarten to grade three, inclusive, who are below proficiency in reading.... to include frequent screening and progress monitoring of students. Such reading assessments shall (1) measure phonics, phonemic awareness, fluency, vocabulary, and comprehension, (2) provide opportunities for periodic formative assessment during the school year, (3) produce data that is useful for informing individual and classroom instruction, including the grouping of students based on such data and the selection of instructional activities based on data of individual student response patterns during such progress monitoring, (4) be compatible with best practices in reading instruction and research.’

“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.”



Charles Darwin, English naturalist

Thank You

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